DOCUMENT RESUME

ED 377 682 FL 022 632

AUTHOR Throng, Mary A.
TITLE Meaningful Assessment: An Annotated Bibliography.
PUB DATE 30 Mar 94
NOTE 11p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Classroom Environment; Evaluation Methods; *Language Tests; *Reading Comprehension; Secondary Education; *Second Languages; *Student Evaluation
IDENTIFIERS *Alternative Assessment

ABSTRACT

The annotated bibliography contains citations of nine references on alternative student assessment methods in second language programs, particularly at the secondary school level. The references include a critique of conventional reading comprehension assessment, a discussion of performance assessment, a proposal for a multi-trait, multi-method approach to documenting student learning, guidelines for performance-based assessment in second languages, an examination of qualitative analysis in the classroom, a view of alternative assessment as a means for decision-making, a collection of symposium papers on equity in assessment, an article on capturing authentic intellectual performance during assessment, and an analysis of classroom conditions conducive to authentic assessment. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 377 682

MEANINGFUL ASSESSMENT:
AN ANNOTATED BIBLIOGRAPHY

Mary A. Thrond
ED 724

March 30, 1994

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary A. Thrond
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL022632

BEST COPY AVAILABLE

MEANINGFUL ASSESSMENT: AN ANNOTATED BIBLIOGRAPHY

To create this annotated bibliography, I sought sources that would allow me to give an overview of effective assessment. I direct a world languages high school credit program in an alternative setting. Last year we initiated portfolio assessment into our program. This year we intend to expand alternative assessment with performance events. I wanted to be equipped to respond to the scrutiny and skepticism of many of the high school programs we interface with, which offer more traditional instructional models and rely on standardized and quantitative assessment. I am responsible for staff development as well and I wanted to be able to offer our teaching staff a theoretical basis for the path we have chosen in our assessment program.

Aweiss, S. (1993). Reading comprehension assessment measures: The recall protocol revisited. Visions and Reality in Foreign Language Teaching: Where We Are, Where We Are Going Report of Central States Conference on the Teaching of Foreign Languages, (123-137). Lincolnwood, IL: National Textbook Company.

This article is a critique of reading comprehension assessment. It provides a brief overview of the research that has been conducted in reading comprehension, the nature and purposes of reading comprehension assessment and some conventional measures that have been used in reading comprehension. The author views assessment as an integral component to support the instructional model. He considers the primary facets of reading comprehension to be text-driven and knowledge-driven and prefers assessment that reflects the process as well as the product of comprehension. He prefers

a dynamic or interactive assessment which is capable of reflecting the complexities of the learning process by allowing for interaction between student and text, student and self, and student and instructor.

He proposes creating a recall protocol qualitative assessment instrument to be evaluated using a quantitative scale. This allows for a complex cognitive analysis and provides a concise four level scoring rubric. The four levels in order of complexity would be: 1) prepositional/fragmented associations; 2) knowledge/details retelling; 3) assimilation; and 4) problem solving and integration. The scale could be applied to both first and second language reading comprehension assessment.

Baker, E.L. (1994). Making performance assessment work: The road ahead. Educational Leadership, 51 (6), 58-62.

This author is clearly an advocate of alternative assessment and addresses the challenges facing educators in implementing this novelty procedure. She provides an overview that runs the gamut from establishing national standards to each teacher's individual responsibility. She classifies the challenges into two areas: 1)determining the form of assessment according to the purpose; and 2) evaluating the quality of the assessment tool or practice.

She cites the trend of establishing national educational goals in content and the transition to more outcome-based evaluation as signs that raise the stakes for the use of alternative assessment and the quality of assessment. She identifies criteria for making decisions about alternative assessment in two main areas, design of task and scoring rubrics and effects criteria. The latter would include criterion for meaningfulness concern for linguistic

appropriateness and equity criteria for fairness.

Finally, she proposes two approaches to guide us in the implementation and to ensure validity. She suggests creating a national certifying group to identify sound assessment tools and practices. In addition, she suggests establishing standards of assessment which would allow for implementation and decentralized management. She concludes that given the appropriate criteria each educator can make the appropriate decisions about assessment which ultimately he or she must do.

Chittenden, E. (1991). Authentic assessment, evaluation and documentation of student performance. Expanding student assessment (22-31). Alexandria, VA: ASCD.

After working with ten different school districts in New York and New Jersey, Edward Chittenden observed that teaching practices were becoming more student-centered and holistic, and that the gap between instruction and traditional testing was widening. In this article, he proposes a multi-trait/multi-method assessment to document students' learning, using more authentic and alternative measures, such as portfolios.

This multi-trait/multi-method approach allows for a broader data base for assessment, taking into account a myriad of classroom settings and learning activities. It also ensures that instruction is responsive to the needs, interests, and resources of the students. He recommends that careful attention be given to the design and function of the assessment program in order to ensure effective implementation of initial objectives and teaching strategies. He stresses that responsive teaching and the assessment program be consistent with and supportive of whole learning

and student-centered programming.

Clementi, D. & Sandrock, P. (1994). Putting our proficiency orientation into practice through meaningful assessment. Report of Central States Conference on the Teaching of Foreign Language, (91-102). Lincolnwood, IL: National Textbook Company.

These authors tackle the difficult question of how to put performance-based assessment into practice in the language learning situation. They acknowledge that both instructor and student need to be retrained from knowledge recall assessment practices to the more dynamic performance-based assessment. They present some interesting guidelines and frameworks to follow, stemming from the premise that teachers find focus in the curriculum and students find focus in assessment.

Departing from the premise that the goal of language instruction is to help learners communicate in the language, they examine and link educational objectives ranging from learner goals, attributes, outcomes, and enablers to perform the outcome. They acknowledge that matching assessment to the goals of the program does not implicate matching individual program elements to assessment. They propose a three-pronged assessment framework including a thematic unit, a portfolio snapshot, and summative evaluation.

Finally, they propose developing scoring rubrics to promote student progress to higher proficiency levels by using the ACTFL (American Council on the Teaching of Foreign Language) 1986 Proficiency Guidelines. These guidelines delineate four levels of proficiency: 1) students demonstrate increasing control and more accurate use of vocabulary and structure; 2) students show increasing completeness in

producing and receiving communication; 3) students demonstrate application in wider contexts; and 4) students show flexibility to recombine language elements. Portfolios can ease that grading process as both student and teacher observe the progress made in attaining a higher proficiency level.

Eisner, E.W. & Peshkin, A. (Eds.). (1990). Qualitative inquiry in education The continuing debate. New York: Teachers College.

The editors of this anthology find qualitative inquiry to be characteristic of human nature because of the spirit of discovery and the capacity to capture the complexity and subtlety of the learning process. The authors examine the advantages of qualitative educational research and congruently more naturalistic forms of assessment.

Louis Smith avows that qualitative research allows for rich observation and interpretation of curricular approaches and classroom interaction. Vincent Rogers stresses that qualitative research is as complex as the educational process itself. He sharply criticizes quantitative research because of the many factors it ignores. He cites several models for qualitative analysis of curriculum and the implications they have for individual assessment. The most notable example is the Prospect School of Bennington, Vermont's Documentation Model. Descriptive data on individual students is collected longitudinally. These collections of teacher observations, writing samples, journals, and three-dimensional work provide biographical and historical accounts of the program as well as of students' individual interests, academic strengths and learning styles.

Herman, J.L., Aschbacher, P.R. & Winters, L. (1992). Using alternative assessment for decision making. A practical guide for alternative assessment (95-123). Alexandria, VA: ASCD.

The premise of this article is that assessment is not an end in itself, rather a means by which to provide feedback in order to improve student achievement, classroom instruction, and school programs. A systematic and balanced assessment program helps us make sound decisions to improve education.

The authors recommend that the purpose of the assessment be considered when choosing an assessment tool. The purpose of the assessment is directly related to the type of evidence which is needed in order to draw conclusions. It is also important to choose assessment tools which are consistent with content and instructional goals. In order for assessment to be valuable (i.e., valid), it must be consistent and repeatable (i.e., reliable). When these criteria are met, assessment tools can be used for high stakes purposes, such as determining a student's future, or for low stakes purposes, such as monitoring a student's progress.

Symposium: Equity in educational assessment. (1994). Harvard Educational Review, 64 (1).

This issue of a journal of opinion and research in the field of education is dedicated to the concern of ensuring educational equity while implementing current assessment policies and trends. Two assessment trends which are cited are the use of assessment to drive school reform and the use of authentic assessment to replace standardized testing. The four featured authors advise to establish criteria for authentic assessment, involve and educate teachers at every

step and to guard against inequities.

Linda Darling-Hammond, in "Performance-based Assessment and Educational Equality", recommends to use authentic assessment in close alignment with curriculum and instruction to measure complex cognitive achievement, warning against using it to rank students for outside purposes. Mark W. Lacelle-Peterson and Charlene Rivera emphasize the need to establish equitable scoring criteria to ensure validity and reliability and to avoid the pitfalls of standardized tests. George F. Madaus views authentic assessment as a modern testing technology and warns against a national testing policy which would discriminate against the same minorities as in the past. Finally, Diana C. Pullin cites the national interest in educational reform to ensure a competitive place in the global market and warns against linking educational proficiency standards to future productivity in the work force.

Wiggins, G. (1993) Assessment: Authenticity, context, and validity. Phi Delta Kappan , 200-214.

In this article the author examines the concepts of contextualized performance, congruence with reality and validity in assessment. Rising to the challenge of critics of authentic assessment, he critiques inadequate scoring rubrics often used in authentic assessment and notes that effective scoring rubrics can be designed only after the range of criterion performance has been established.

A useful set of criteria for judging authenticity of intellectual performance is included. The following factors are listed: 1)students should be called on to create effective solutions to problems and questions that adults and professionals routinely face; 2) the normal options,

resources, and constraints that are found in real life or in the field of study should be accurately represented; 3) nonroutine and multistage tasks which require prior knowledge, sound judgment, prioritizing and organizing should challenge the student; 4) students should be required to produce a quality product or performance; 5) students should be allowed to thoroughly prepare for the task and have the opportunity for accurate self-assessment as well as for feedback from teachers and peers; 6) there should be room for interaction between student and teacher to allow for justification of responses and follow-up; 7) students should be allowed to self-adjust; 8) the assessment should clearly parallel specified criteria, allowing for amends if there is incongruency; and 9) emphasis should be placed on the consistent patterns of a student's work.

Zessoules, R. & Gardner, H. (1991). Authentic assessment: Beyond the buzzword and into the classroom. Expanding student assessment (47-71). Alexandria, VA: ASCD.

This article is primarily the result of the authors' research conducted at Harvard Project Zero, a long-term project dedicated to researching new forms of assessment. The authors do not view assessment as an isolated act of testing produced in a vacuum but as an integral aspect of the education process involving teachers and their pedagogical goals, administrators and the community in their support and endorsement.

Their research has led them to delineate the conditions of a classroom environment which is conducive to authentic assessment. Those conditions are: nurturing complex understandings, developing reflective habits of mind, documenting students' evolving understandings, and making use

of assessment as a moment of learning. Once authentic assessment has been initiated it must continue be supported by students being active participants in the assessment process, teachers being reflective practitioners, and administrators being advocates. These elements of support can drive the educational reform that incorporates authentic assessment.